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ABSTRACT

Many factors, including changes in the family, drug abuse, high technology, crime, population shifts, and television are changing schools. These forces have already had an impact on the counselor's job or will have an impact in the future. Counselors should be prepared for these social changes and manage them better than their predecessors in the 1960's did. An inadequate response will maintain the status quo. Appropriate responses include: (1) identifying problems facing young people and informing the public; (2) outreach to the community; (3) greater research and evaluation; (4) creating super-counselors who perform more tasks than counselors in the past; and (5) viewing counselors as educators also. School counselors should engage in skill building activities. Professional organizations should give assistance to counselors. University programs should offer a fine education and recognize current social forces. Counselors should use computers and other means to free themselves from recordkeeping burdens. Students wanting to work in school counseling should study counseling in a program which emphasizes school counseling. The best help to young people will be provided by counselors who are aware of current and future trends. (ABL)

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Counseling At the Crossroads:

Obstacles, Opportunities And Options

Roger F. Aubrey

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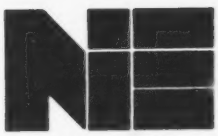

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COUNSELING AT THE CROSSROADS: OBSTACLES, OPPORTUNITIES, AND OPTIONS

by

Roger F. Aubrey

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COUNSELING AT THE CROSSROADS: OBSTACLES, OPPORTUNITIES, AND OPTIONS

Introduction

Webster's dictionary defines a crossroad as a crucial point, especially where a decision must be made. Like it or not, school counseling is very much at such a crossroad. This is so because of a host of forces and developments shaping the future of education and, therefore, school counseling.

This paper will identify the forces and developments impacting on schools now and in the future. The focus will then shift to what actual changes will result from these factors. Because change usually allows multiple responses, consideration will next be given to how school counselors and related professionals might respond to the options before them. The implications of these various responses will also be touched upon, as well as what is probable and improbable regarding future developments and actions by counselors.

Forces and Developments Changing Schools

"The times, they are a changing," is more than a line from a Bob Dylan song. It is an apt description of many subtle and not so subtle social forces changing the face of schooling. Many of these, such as Public Law 94-142, have already resulted in changes in the traditional roles of teachers and counselors. Other social forces, such as high technology, are currently calling for alterations in school curriculum and educational standards. Finally, many developments lie down the road and can be gleaned from population statistics and other available sources. Combined, the number of forces and developments impacting on schools is staggering. This is

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especially so when one considers the traditional view of schooling, recent demands, and the available resources.

Below is a listing of some selected social forces and developments influencing the course of public education in this country. All have demanded or will demand responses from those working in schools. The list is not all-inclusive or in order of importance. Instead, the listing is alphabetical with a corresponding column indicating when the major impact of a particular development occurred or will occur.

Forces and Developments Shaping Education

Force or Development	Time of Major Impact
Aging/retirement of school personnel	Immediate future
Changes in family structure	Past and present
Chemical dependence	Past and present
Counselors and computers	Present and future
Crime and violence	Present
Disarticulation of school/home/work	Past
Education reform movement	Present and future
High technology—job myths and realities	Present and future
Increase in school dropouts	Present
Media and television	Past and present
Population shifts	Present and future
Professional organizations related to education	Past and present
Public Law 94-142	Past
Racism/sexism/social class prejudice	Past and present
Separation of youth and adult cultures	Past and present

The majority of items on this list are familiar to educators and counselors. Some have already peaked and made their presence felt, whereas others will not fully surface for a few more years. Let us now turn to a brief review of each and see what changes will result or have resulted from these social forces and developments.

Aging/Retirement of School Personnel

Most of us remember the 1970s and the glut of teachers and school personnel seeking jobs. Similarly, many of us remember the closing down or decrease in the number of schools of education training school personnel. Since that time there has been a steady decrease in the number of persons majoring in education, a decrease in the percentage of school counseling majors in counselor education programs, and a decrease in overall undergraduate majors in education (Hollingsworth & Mastroberti, 1983; Russo & Denmark, 1984).

Today, the conditions of the 1970s have dramatically changed. We are suddenly being told that by 1990 this country will face a major teacher shortage in practically every state (Brown, 1982). This situation has evolved essentially from two circumstances. First, there is an increase in the birth rate that previously had dipped following the "baby boom" after World War II. Second, as fewer and fewer people have pursued degrees in education, the field has shrunk and shows little sign of changing.

School counselors, too, are aging and nearing retirement. The National Defense Education Act of 1958 is nearing its thirtieth birthday. Many of today's school counselors were educated in NEDA Institutes and they were not teenagers when they were trained as counselors! Nonetheless, a recent survey of CACREP accredited schools by CACREP Director Dr. Joseph Wittmer (1985) showed less than 20% of all counseling students are majoring in school counseling. Again, counselors may also be hard to find for the schools of the 1990s. Needless to say, if counselors are needed in the 1990s and a sufficient number cannot be found, others may well be waiting in the wings.

Change in Family Structure

Working school counselors over the past decade or two are well aware of changes in the structure of families. No longer can a counselor call a home during the day and expect to reach a parent. Two-thirds of all married women are employed and most work during the day. In addition, one in two marriages ends in divorce (Michael, 1978). As a consequence, single-headed households are common. Add to this phenomenon the long-distance busing of many students and the fact that one in six households makes a geographic move each year. Small wonder that many counselors working an 8:00 a.m. to 4:00 p.m. shift find it difficult to make contact with parents other than at their work sites.

The family, church and school have long been seen as the cornerstone of a stable society. A declining youth membership in many religious institutions has come at a time when the neighborhood school has also begun to vanish (Rutter, 1980). Coupled with these changes has been a shift from the extended family to the nuclear family to the single-parent family (Bronfenbrenner, 1984; Cochran & Henderson, 1982; Kamerman, 1980). Many decry these changes and look for new social institutions or caretakers to fill the void of earlier support systems. School counselors are natural nominees and targets for the vacuum left by the deterioration of earlier support systems. How well they can or should fill this void is still an unanswered question.

Chemical Dependence

Substance abuse among young people on a large scale began in the mid and late 1960s and continues to plague society today (Christiansen & Goldman, 1983; Jessor & Jessor, 1975; Williams & Vejnaska, 1981). Although the chemicals of choice change, the players remain the same. All too frequently, they are the young people in today's schools.

Drugs affect schools in many ways. The most obvious consequences occur when students arrive at school under the influence of drugs or take them while in school. Schools are also influenced, for often they are distribution points for drug sales or the initiation of the young into drug practices. Also, schools are affected in matters of attendance, grades and dropouts.

Schools cannot duck the issue of substance abuse and most have not. Nonetheless, there seem to be a number of responses to students and none have proven totally effective. In affluent schools with ample resources, the response has often been one of preventive programs. These schools also utilize counselors, social workers and outside personnel to aid students. In contrast, some schools ignore the problem educationally and employ punitive means with those students caught redhanded. What this all means to school counselors is yet another demand on an already taxed schedule. It might be added that this is also a task that neither school counselor associations or counselor education institutions incorporated in their role statements for school counselors until quite recently.

Counselors and Computers

In the graduate program where I teach, two graduate courses on computers are required for the doctoral degree and one for the Master's degree. This was not the case two years ago and reflects the growing need for all counselors to be computer literate.

At the university level, computer literacy is often a requisite in order to do competent research. For the working school counselor, computer literacy may help in such things as evaluation research, but this is not the main value. Rather, the use of computers by counselors may prove to be the most revolutionary step in freeing counselors from the menial and routine tasks that interfere with their seeing students.

School counselors have long been burdened with such chores as recording school attendance, following report card grades, scheduling students for classes, placing test scores in cumulative folders, and a host of other record keeping procedures. Much of this work can easily be handled by computers if counselors will take the time to master these machines. In fact, Walz (1984) has noted four different levels of computer use by counselors.

The first level of computer use is that of computer-managed counseling. At this level, record keeping and retrieval are the key advantages to counselors. Here, the storage of all types of educational and personal information can be streamlined and retrieval handled in a split second. Needless to say, much of the hand-recorded work of the counselor can be a thing of the past. At this level, little computer sophistication or training is necessary.

A second level of computer use is that of computer-complemented counseling. This level of computer use involves software that includes programs involving decision making, values clarification, personal assessment, career exploration, job searches, and the like. All of these software programs complement the individual and group work conducted by counselors. These programs are not substitutes for the actual process of counseling but do save valuable counselor time.

At a third level, Walz speaks of computer-assisted counseling. Many secondary schools already employ programs such as SIGI or DISCOVER in this context. These programs allow for an interactive experience between student (or parent or teacher) and computer by reviewing personal characteristics and judgments about self, and then relate these items to educational, vocational and career decision making.

Finally, at a fourth level, we find computer-enhanced counseling. This is a systematic combination of the three previous levels to benefit the guidance program and all students as a whole. It requires a sophisticated approach utilizing both hardware and software and exceeds any of the previous three levels. For many schools, this may still be down the road, but a promise that holds much hope. Included in such a design would also be an evaluation component that would substantiate the success of a school guidance and counseling program (Collet, Walz, & Collet, 1983).

Crime and Violence

A 1978 study of the National Institute of Education showed that in large cities, 2.5 million students were robbed right in their own buildings over the course of one school year. Another 282,000 students were physically assaulted in their own school. Further, 80% of all junior and senior high school students in big cities missed one day of school per month for fear of attacks or robbery in their own school building (Williams, J., 1984). Uniform crime statistics since this study show a steady and alarming increase in crime and violence, with a definite upsurge in crime among young females.

Schools are obviously affected directly by criminal acts and violence within their walls. These offenses must be immediately dealt with lest they totally disrupt the education of all students within a given building. Unfortunately, in many schools uniformed police officers and metal detectors are now commonplace. What is more unsettling, however, is the growing attitude among young people that crime and violence are inevitable and even acceptable forms of behavior.

Character development and citizenship are directly tied to criminal acts and how they are perceived. Although much is written about the virtues of citizenship and character development, it is difficult to discover many courses, units or classes with this end in mind. A value-free attitude foisted on many counselors by a misinterpreted non-directive counseling stance also has impeded interventions by counselors in this area.

Disarticulation of School/Home/Work

Sociologist Morris Janowitz (1981) is a researcher who has looked at the major social institutions in America and asked the question, "Why don't things work anymore?" Why don't schools, homes, churches and the workplace serve as social

support systems for our young people? What has occurred in this country that has weakened our traditional sources of strength? In Janowitz's words, we are witnessing "the disarticulation of American society." This state is characterized by "the condition when social institutions lack integration, when the parts do not fit together" (p. 21).

Janowitz in particular zeroes in on public schools and events over the past two decades that have distanced schools from parents and the world of work. Part of the explanation for this distancing is busing and the geographic gap between the location of students' homes and their schools. Additionally, a growing youth culture has simply separated the world of adults and young people. A heavy concentration by school personnel on the college-bound has also led to fewer contacts with individuals and institutions in the world of work. Increased demands on educators and counselors (sex education, substance abuse, crime and violence, ACT and College Board scores, drop-outs) also consume a great deal of energy and further decrease communication between schools, parents and the workplace.

Disarticulation can be overcome and many schools have developed excellent programs. Unfortunately, these programs again are to be found mainly in affluent and suburban areas and not in large cities and metropolitan areas. It is encouraging, nonetheless, to see growing recognition in many of the recent educational reform proposals of the disarticulation between home and school and between school and the workplace. This concern will be covered further under the sub-topic of educational reform.

Educational Reform Movement

Youth today are the targets of numerous proposals for reform in basic schooling. These proposals range from modest suggestions for changes in teacher education, to advocacy for a single curriculum for all, to a complete transformation in schooling. While all proposals agree that the educational system is in dire need of change, few agree on either the justification for change or what changes should take place. Even in those instances where reformers agree on why changes should happen and where they should come about, there is a lack of agreement on how these reforms should occur.

If there is one overriding fault in the majority of reform proposals, it is the lack of comprehensiveness. Most proposals simply focus on one or two concerns, such as teachers or curriculum, and the reformers truly believe that improvements

in these areas will do the overall job. The lack of comprehensiveness is compounded in many reports by a lack of data to substantiate the two questions that need to be asked of each proposal. First, does the proposal properly analyze the problem? Second, are the recommendations sound?

Fortunately, some reform proposals are comprehensive, have an adequate data base, analyze the problem well, and make sound recommendations. One such effort is that of John Goodlad (1983), in his book, A Place Called School. Unlike the authors of many other proposals, Goodlad and his associates studied schooling from kindergarten through high school and interviewed thousands of students, parents, teachers, and administrators from diverse backgrounds. This careful study was done over a five-year period and was not hastily thrown together by a blue-ribbon panel. Both the analysis and recommendations are based on empirical data and consider the multiple dimensions that make up excellence in schooling. The report is a good benchmark to use in comparing and contrasting other proposals; few come close in thoroughness (Aubrey, 1984).

Guidance and counseling has been ignored in most school reform reports because the authors of these reports focus primarily on what they view as the essentials of schools: teaching, curriculum and students. On occasion, the reports center on leadership, usually as embodied in the school principal, on incentive pay, or on teacher training. Beyond this, and the raising and improved monitoring of standards, little thought has been given to guidance and counseling in schools.

This narrow perspective on education is not surprising. What is taught, how it is taught, and to whom it is taught is a neat, tight triangle. It allows for a clear focus and is not confused by all the other considerations recognized as essential to education.

The problem, therefore, is that guidance and counseling is viewed as on the periphery and outside the mainstream of education. School counselors have themselves to blame for being ignored in reform proposals for a number of reasons. First, counselors and their supervisors have not been vocal enough in informing the public of the good they do. Similarly, they have not been political enough in furthering their own ends.

Even more serious, however, counselors by and large have chosen not to be an integral part of the mainstream of education. In other words, counselors, especially those in junior and senior high schools, have elected not to enter the school curriculum or "teach" content to students. They have elected not to impart

significant learnings to students nor to identify knowledge and competencies they wish to share with students in groups or in classrooms. They have elected instead to deal exclusively with personal knowledge related to individual students. Thus, the myth of having a little white clinic in the little red schoolhouse has been perpetuated. Counselors simply are not seen by students or their colleagues as fellow educators with important knowledge and skills to be imparted to students (Aubrey, 1978, 1979).

A further problem the profession continues to face is the alignment in the minds of many between guidance and counseling and school administration. As parents, teachers, and students view the daily behavior of counselors, they often interpret their work and behavior as extensions of school administration. They see counselors scheduling students for classes, using computers on the master schedule, compiling records and reports, dealing with attendance problems, testing students, and frequently having offices in the main administrative complex. They rarely see counselors where the students are--in classrooms, halls, lunchrooms, and playgrounds.

Education reform needs to take account of guidance and counseling. By the same token, counselors and their professional organizations need to be part of the current push in this country for excellence in education. This will not occur until such time as counselors seriously question their role as quasi-therapists in schools and, instead, participate with others as fellow educators with genuine contributions to educational reform.

High Technology--Job Myths and Realities

High technology is to today's generation what the Industrial Revolution was to millions in the mid and late 1800s. Like the Industrial Revolution, high technology has and will wrought untold changes over the next few decades. These changes will spawn a significant number of winners and losers among young people and adults alike. Schools in particular need to be knowledgeable about the ramifications of this new technological revolution.

High technology is essentially a sophisticated and advanced mode of producing goods and services through tools. These tools currently range from computers, word processors, microprocessors and robotics to other forms of hardware and software, and to advanced forms of automation. To date, the most dramatic aspect of the use of these tools has been a decided shift in this country from manufac-

turing and production to services as a way of work and living. This shift in our economy actually began in the late 1940s and early 1950s when goods production in agriculture, mining, manufacturing, and construction accounted for nearly 50% of all jobs. Today, that figure is roughly 30% and it is estimated that by the year 2000, only 5% of the United States workforce will be employed in manufacturing (Taylor, 1983). The shift from an economy reliant on production and manufacturing to one of service is best illustrated by noting that since 1950, nine out of every ten new jobs have come from the service fields.

Educators in general, and counselors in particular, need to be thoroughly knowledgeable about high technology because eventually it will affect the lives of all their students. Counselors and teachers especially need to be aware that few jobs are being created by high technology and many jobs are being eliminated as a result of it. The facts are that even though high technology is rapidly changing our economy, it simply is not creating new areas of employment.

Table 1 illustrates the myth that high technology will generate new forms of employment for millions. Instead, the reverse is true and only 7% of all new jobs over the next decade will be in the high tech sector. Note also that the greatest number of new jobs are in menial, low paying and boring occupations. This is hardly the message the American public is receiving through the media. For example, in their "On Campus" section, Newsweek recently said, "the odds are good that high tech will pay off with myriad new opportunities in the next quarter century" (Barol, 1984, p. 4). Similarly, a 1983 survey by the New York Stock Exchange showed that 57% of all respondents felt that new job opportunities in the future will be in high tech industries (Ullman, 1983).

The seeming contradiction between the growth of high technology and the creation of new jobs and dismal future job prospects for young people can clearly be shown in Tables 2 and 3. Table 2 indicates those occupations with the highest growth rates over the next decade. It is here where jobs are most plentiful. Table 3 indicates the 20 fastest growing occupations. Almost all of these jobs are in the high tech fields, but they account for less than 10% of all available jobs. Where work for most young people will be found, therefore, is in service occupations requiring no more than a high school education. Practically all are low paying, require minimal skills, and leave little room for job advancement.

Table I

Estimates of Number of New Jobs 1982-95*

Job Category	Number of New Jobs, 1982-95	% Rate of Total Growth
Fast Food Workers	602,000	
Secretaries	719,000	
Janitors/Sextons	779,000	
Nurse's Aides/Orderlies	423,000	22%
Sales Clerks	685,000	
Cashiers	744,000	
General Clerks, Office	696,000	
Computer Analysts	217,000	
Computer Programmers	205,000	7%
All Other High Tech Occupations	1,118,000	

*Based on 1984 U.S. Department of Labor moderate-trend projections.

Table 2

U.S. Occupations With Highest Growth Rate 1982-95*

Occupation	Growth in Employment (in 1,000's) 1982-95
Janitors and Sextons	779
Cashiers	744
Secretaries	719
General Clerks	696
Sales Clerks	685
Professional Nurses	642
Waiters/Waitresses	562
Elementary School Teachers	511
Truck Drivers	425
Nurse's Aides and Orderlies	423
Sales Representatives, Technical	386
Accountants and Auditors	344
Automotive Mechanics	324
Blue-Collar Worker Supervisors	319
Kitchen Helpers	305
Guards and Doorkeepers	300
Food Preparation and Service Workers	297
Managers, Store	292
Carpenters	247
Electrical and Electronic Technicians	222

*Based on 1984 U.S. Department of Labor moderate-trend projections.

Table 3

Twenty Fastest Growing Occupations 1982-95*

Occupations	% Growth in Employment
Computer Service Technicians	96.8
Legal Assistants	94.3
Computer System Analysts	85.3
Computer Programmers	76.9
Computer Operators	75.8
Office Machine Repairers	71.7
Physical Therapy Assistants	67.8
Electrical Engineers	65.3
Civil Engineering Technicians	63.9
Peripheral EDP Equipment Operators	63.5
Insurance Clerks, Medical	62.2
Electrical and Electronic Technicians	60.7
Occupational Therapists	59.8
Surveyor Helpers	58.6
Credit Clerks, Banking and Insurance	54.1
Physical Therapists	53.6
Employment Interviewers	52.5
Mechanical Engineers	52.1
Mechanical Engineering Technicians	51.6
Compression and Injection Mold Machine Operators, Plastic	50.3

*Based on 1984 U.S. Department of Labor moderate-trend projections.

Increase in School Dropouts

For almost two decades the public school dropout rate in the United States stood consistently at 25%. This meant one in four 17- or 18-year-olds in this country was not enrolled in school. Only in the past two years has this percentage changed and it now has increased to 27% (Williams, D., 1984). Even more alarming is the dropout rate among minorities. For Blacks the dropout rate is 39% and for Hispanics 45%. In large public school systems, such as Boston, it is not uncommon to see a 50% dropout rate (Rosen, 1984).

The term "dropout" is generic and used by school people to refer to anyone eligible for enrollment or school graduation who is not currently in school and is in the age range of 17-18. Many school leavers who end up being called dropouts are adolescents who find school too demanding and classroom work unsuccessful. The term "pushed out" more accurately describes this group who simply cannot meet rigid educational standards beyond their capacity. Typically, these students have at one time or another repeated a grade and their report cards reflect extended failures in numerous subjects.

A recent study by Ernest Boyer (1983) indicates that one million students quit, leave, or are pushed out of school each year. It is of interest that at a time when the public is supportive of reform in education, the percentage of dropouts is increasing. Much of this is the result of various state and local school boards tightening educational standards and reducing the number of options for weak students. Unfortunately, the push for excellence has focused largely on the average and college-bound population and neglected those less talented. The result has been a reduction in flexibility for the less talented and an increase in school expectations for a group already overtaxed.

For counselors, dropouts pose a number of problems. First, they must be identified. This is usually easy for they are the students doing poorly in school, in trouble with the police or school authorities, in need of money, turned off by traditional curricula and teaching, and below average on standardized test scores. Once identified, the problem becomes one of keeping them in school.

Keeping poor and disinterested students in school is no small task! If we add to this pool of potential dropouts those students identified under Public Law 94-142 as handicapped, these two clusters of young people could well use every waking hour of school counselors. From these groups stem future welfare recipients, juvenile delinquents, single young parents, unskilled laborers, and societal misfits.

They indeed merit major interventions while in school, for if this does not occur other social institutions will be forced to pick up the unfinished work of educators.

Media and Television

Good research on the effect of media and television on children and adolescents is scarce. We all know, however, that television is a factor in the lives of young people for better or worse. Not only are television and other forms of the media powerful influences on young epople, they also compete daily with schools for their attention and time. Often, schools finish second-best.

In a penetrating article entitled, "Public Education and the Education of the Public," Lawrence Cremin (1975) reminds us that schools are not the only institution educating the young. He points out that while schools may maintain an intentional and planned curriculum for the young, many other institutions have purposeful and indirect "curriculums" affecting young people. This certainly includes the media and television, but also such influences as the family, religious institutions, museums, Girl and Boy Scouts, YMCA and YWCA, Little League, organized park activities, 4-H clubs, and so on.

It seems very important for counselors and teachers to be aware of educational influences beyond the schools. Some of these influences directly complement the work of the school. Many do not. As we later look at the growth of a separate youth culture in this country, we will note that this growth is aided and abetted by the media, television, and advertising in general. A large and separate youth culture at a time when divorce rates are soaring and single parent families are commonplace widens the gap between adults and the young. It therefore behooves counselors and teachers to be aware of the impact of media and television on young people, in addition to trying to use it as an educational adjunct for school-related ends.

Population Shifts

There are at least three population trends school counselors and teachers should be aware of between now and the 21st century. One population trend concerns geography. Even now population shifts favor the southwest and southeast. In other words, more and more people are moving from the north and northeast to the sunbelt and the west. It is predicted that this trend will continue for at least another decade and bring to those areas added income and people.

Another population shift concerns age. School people are well aware of the "baby boom" and high birth rates between the years 1950-1965. This resulted over an 11-year period in an average of over four million births per year, the largest such increase ever recorded. Table 4 shows population projections that indicate from 1967-1970 the birth rate decreased by 20%. It also indicates that the age group between 15-24 years of age peaks around 1980 and then decreases slowly between 1980-1990.

A final population shift affecting school counselors is that of racial composition in the nation's schools. Havighurst (1980) notes that of the 16 largest school systems in this country, only three (San Diego, Indianapolis, Milwaukee) currently have white enrollments as high as 50%. In all other large city school systems the bulk of the population is either predominately Black or Hispanic. In all likelihood this trend will increase and metropolitan school systems in time will be largely or entirely Black or Hispanic.

Population shifts are important to the counseling profession because they indicate changes in the audiences and environments where counselors are employed. Over time, these population trends demand adaptation by both individual counselors and the counseling profession at large. For example, as minority clients in the schools expand, are Anglo-American school counselors prepared to deal with this population? Are departments of counselor education actively recruiting minority students as future school counselors? Is the counseling profession at large cognizant of population shifts and information current and future counselors will require?

Professional Organizations Related to Education

People who work in schools belong to numerous national, regional, state and local organizations. For many years the majority of these organizations did not rock the boat or challenge the status quo. Probably the first such organization to seriously champion the cause of classroom teachers was the American Federation of Teachers. In turn, this led the National Education Association to similar efforts on behalf of teachers. Today, most educational associations have abandoned the mantle of deference and are most vocal on behalf of their constituents.

Table 4

U.S. Population Projections 1960-2050

Age Group	1960	1970	1975	1980	1985	1990	2000	2025	2050
				Population in Millions					
Under 15	56.5	57.8	53.6	51.2	53.9	58.1	58.9	62.6	65.4
15-24	24.1	36.5	40.2	41.5	38.5	34.8	38.8	40.9	43.3
25-39	35.0	36.5	42.5	50.2	57.0	60.3	54.9	59.7	63.2
40-54	32.7	35.2	35.0	34.3	36.5	42.5	57.6	54.8	58.9
55-65	15.6	18.7	19.8	20.8	21.5	20.5	22.9	34.1	36.2
65-74	11.1	12.5	13.8	15.4	16.4	17.5	17.1	30.1	29.1
20-64	93.6	107.6	116.6	126.5	135.5	141.3	152.6	168.4	179.6
65+	16.7	20.2	2.3	24.5	26.7	28.9	30.6	48.1	51.2
75+	5.6	7.7	8.4	9.1	10.2	11.4	13.5	18.0	22.1
All ages	180.7	204.8	213.5	222.8	234.1	245.1	262.5	299.7	318.4
				Population Percentages					
Under 15	31.3	28.2	25.1	23.0	22.9	23.7	22.3	20.8	20.5
15-24	13.3	17.8	18.9	18.6	16.4	14.2	14.8	13.6	13.6
25-39	19.4	17.8	20.0	22.5	24.3	24.6	20.9	19.9	19.8
40-54	18.1	17.2	16.4	15.4	15.5	17.3	21.9	18.3	18.5
55-64	8.6	9.1	9.3	9.4	9.2	8.4	8.7	10.4	11.3
65-74	6.1	6.1	6.5	6.9	7.0	7.1	6.5	10.0	9.2
65+	9.2	9.9	10.4	11.0	11.8	11.8	11.7	16.0	16.1
20-64	51.9	52.5	54.5	56.8	57.8	57.7	58.1	56.3	56.2

Source: U.S. Bureau of the Census, Current Population Reports, Series P-25, No. 601, October, 1975. Table 8, Series II.

Note. Assumptions: Fertility rate at 2.1 (replacement level). Immigration, 400,000 per year. Slight decrease in mortality, 1970 to 2000.

In the field of school counseling, the American School Counselor Association (ASCA), a Division of the American Association for Counseling and Development, has long been an advocate for school counselors. Over the past decade or so, however, the membership in ASCA has declined. This decline is not proportional to the total number of employed school counselors. As a consequence, it raises serious questions as to either the professionalism of school counselors or the attractiveness of ASCA.

School counselors need strong professional organizations to represent their interests. We have seen that most educational reformers have ignored school counseling and guidance in their proposals. Is this the result of ASCA and other organizations failing to represent school counselors, or is this due to passivity on the part of practicing school counselors? Whatever the reason, strong representation in vigorous professional organizations seems essential to school counselors at the present time. This is particularly true as the trend throughout professional organizations is heightened activity in credentialing, licensure, state certification and university accreditation.

Public Law 94-142

The handicapped in this country's schools were given a tremendous boost in the mid 1970s by the passage of Public Law 94-142, Education for All Handicapped Children Act. The implication for handicapped children and their parents was that for the first time, nationwide, the rights of these individuals to a full and complete education were guaranteed. For schools, the implications were that traditional school practices regarding the handicapped required immediate changes and these changes had a high price tag.

Public Law 94-142 changed the role and day-to-day work of many school counselors. For many, it meant a change in emphasis from working with the normal school population to one with special needs. In turn, this emphasis on the special 10-12% of the school population meant a neglect of the average student. Special needs students also required a great more work in testing, record keeping, meetings, liaison with teachers and parents, and so on. In many states, Public Law 94-142 also brought about changes in certification laws and required counselors and others to pick up additional course work on special needs students (Anastas, Gordon, Reinherz, & Griffin, 1983; Buboly & Whiren, 1984).

The Education for All Handicapped Children Act also influenced legislation in many states granting monies to local school districts. Frequently, the salaries of special education teachers, social workers and school psychologists were covered in total or in part by state funds. This was infrequently the case with school counselors. The result was often the hiring of a school social worker or school psychologist, ostensibly to work with special needs students, but on occasion to fill roles of a counseling nature.

Handicapped students will not go away, but many counseling positions may disappear if attention is not drawn to the problem posed by funding for this deserving group. Counselors need to also resolve the problem posed by graduate training geared to a normal student population and the lack of attention to students with special needs. Finally, the question of how counselors utilize their time when assigned to large numbers of students, including the handicapped, continues to plague the profession.

Racism/Sexism/Social Class Prejudice

Discrimination abounds in society and is certainly no stranger to the schools. Even though many signs point to more tolerance in society for women and minorities, prejudice and bias enter classrooms daily. This can be observed in slurs and jokes about gender, race, religion, handicap, ethnicity and social class. Schools bear the brunt of much discrimination for it is only here that all citizens are required to mix with one another.

Prejudice towards others takes many forms and school counselors now and in the future will be forced to deal with these often cruel and misdirected acts. Counselors already are attempting to deal with the numerous obvious targets of discrimination. In a pluralistic society, however, one not so obvious target seems to be that of social class. Perhaps social class is a special instance of subtle discrimination because it is not based necessarily on gender, race, ethnicity, religion or handicap. Instead, it is more linked to family income, parental occupation, place of residence, and so on. Sometimes it is identified by such phrases as "across the tracks," "in the wrong end of town," "living in the projects," "wearing funny clothes," "taking the bus to school," and so on. Nevertheless, social class prejudice is in many cases just as hurtful and destructive as other forms of discrimination. Few efforts by counselors or other school personnel have been attempted in this area.

Separation of Youth and Adult Cultures

A gulf divides youth and adult cultures in America today. This chasm was first noted by a number of investigators in the early 1960s (Coleman, 1962; Friedenberg, 1965; Keniston, 1965). They discovered an adolescent society separated from the adult society by codes of dress, choice of recreation, slang and English usage, clothing, music, attitudes towards sex and drugs, overall style of living and values.

Just when a separate adolescent culture began is difficult to pinpoint, but certainly before 1960 it was unusual to hear the word "teenager." In all probability there is a relationship between the growth of an adolescent society and the shift from the extended family to the nuclear family. Also, as more and more married women entered the workforce, there were fewer home contacts with adults during the day. Further, a growing divorce rate also threw together more and more adolescents for companionship. A growing teenage workforce also brought adolescents together during the day and after school and gave them money for cars and recreation. Finally, Madison Avenue and the advertising world in general discovered a ready market in catering to and exploiting the adolescent culture.

A separate youth culture has alienated many young people from their parents, relatives, teachers, and adult figures in general. This culture is now firmly established and accepted and has its own rites of passage for the young. This influence on young people will continue and in all probability increase in the years ahead. Counselors and other school personnel need to be a potent counterforce for the undesirable aspects of the youth culture. For this to occur, educators must first understand the values and norms of the youth culture and then develop offsetting values through the school and its curriculum.

Responses of Counselors to Social Forces and Change

The social forces impacting on young people and their schools today may appear overwhelming. For a minute, however, consider the 1960s with the beginnings of a distinct youth culture, experimentation with drugs on a large scale, the civil rights movement, disruptions in schools and colleges, heated disputes over the war in Viet Nam, and so on. It was a time of turmoil, uncertainty and unrest. Schools at that time were caught unprepared for the developments before them and floundered.

Hopefully, we today are more prepared than counselors and educators in the 1960s to deal constructively with young people. For one thing, unlike the 1960s, we have identified a number of developments that are and will be affecting students over the course of the next decade. Also, counselors and those in schools are better prepared today than their counterparts 20 years ago. Finally, the lesson of the 60s is there to remind all that unpreparedness or unwillingness to intervene can have disastrous results.

A number of responses are open to counselors and related professionals as they address the social forces before them. One response that is always available is that of doing nothing, maintaining the status quo (if possible) at any cost. Undoubtedly, this will be a response by some and it will be costly. The costs in the long run will be borne by the students who receive inadequate help and by the counselors themselves whose public estimation will suffer.

A second response of counselors might have a political/public relations flavor. It would be a response which identified the magnitude of the problems facing young people and informed the public and policy makers about them. In so doing, counselors and professional organizations would go directly to those in a position to assist them in helping young people. The desired outcome of such an approach would be the securing of funds and support for additional personnel and programs to cope with current and future developments influencing the young.

A third response would stress outreach and cooperation. Counselors and other professionals would share their problems and concerns with the community at large. In so doing, they would acknowledge the magnitude of the problems facing young people and the schools and ask other agencies and professionals to aid them. An outreach approach would maximize the resources in a given community and create strong linkages between the schools and related social agencies. This type

of cooperation seems logical and simple. Nonetheless, a disarticulation has long existed between the mental health professionals in schools and mental health professionals/agencies in the surrounding neighborhood. By seriously reaching out to others, counselors and educators could immediately expand their resources. Further, they could create allies who over time could help them with public relations, policy issues and funding.

A fourth response is that of greater research and evaluation. The thrust of this response would be to ascertain just what it is counselors and related professionals do to help young people, how effective and appropriate their work is, what needs changing, and how this might be accomplished now and in the future. This response might be termed the scientific response and would be beyond the time and expertise of individual counselors. Instead, it would require the cooperation of professional associations and university personnel. The value of such a response would be the credibility gained through the collection and dissemination of hard data related to counseling efforts. Such work might also benefit working professionals by suggesting means of getting rid of tasks that are non-productive.

A fifth response is that of creating a super-counselor. This individual would resemble the career woman who also is expected to be a super-wife and mother. A super-counselor would deal with new developments and social forces by simply doing more than ever. This would mean continuing with the mundane and routine work of the day, but also acquiring new skills and knowledge and putting them to use. At the university level, super-counselors would be created by extending the number of credits for a professional degree and increasing the requirements for certification. On the job, these super-counselors would take on more and more responsibilities and possibly burn out early in their careers.

A sixth response would be a change in orientation for counselors and those educating counselors. This change would view counselors as individuals with highly trained counseling skills, but also as educators in the school. This response would not seek solutions to the social forces impacting on young people solely through counseling. Instead, this response would fully utilize the resources within schools to prepare young people for life outside school.

The school counselor as educator may seem a radical departure from the present day practices of school counselors, and it is! On the other hand, this is exactly where guidance and counseling began in the schools almost a century ago. At that time, Jesse Davis and other guidance pioneers used the school curriculum

and classrooms for guidance needs. Programs at that time were organized to dispense much needed information to students about the world of work and careers outside the school.

Today, many counselors avoid classrooms and fail to enter the school curriculum as a means of dispensing information, making contact, and influencing students. In fact, a recent study by Peer (1985) showed that less than one-third of all secondary school counselors do any group work whatsoever in the course of a school year. And yet, counselor-student ratios average one counselor to 400 students.

If counselors were to accept an educational role to complement their counseling role, what would they do? Essentially, what they would do is what any good educator does, and that is to prepare young people for life beyond school. They would identify gaps in the knowledge and skills acquired by students in and outside of school and, where appropriate, plan programs, largely on a group basis, to remedy these deficiencies. In particular, counselors would focus on those social forces prevailing upon the young and develop intentional and powerful programs as counterforces.

Implications of Counselor Responses to Social Forces and Change

All responses available to counselors to cope with impending social forces affecting young people call for change on the part of counselors--with one exception. The exception would be a status quo response which would put counselors in a position of constantly trying to maintain sameness while all around them was change. Obviously, even a status quo response cannot avoid change.

Responses that demand a proactive stance by counselors and other helping professionals are varied, and a convincing case could be made for each. Counselors do need a better public relations image, they do need stronger research data to use against their critics, they do need to engage in outreach activities, and they do need to be more visible as fellow educators in schools.

If change in counselor role and behavior seems desirable, then this change must be encouraged and supported. In particular, this change must be supported by professional organizations representing counselors and by university departments educating counselors. Change also must occur at two other levels--with individual counselors and within schools.

Micro Level Change

The four levels of change required to deal with pending and impending social forces have varying implications. At the micro level, individual counselors now employed in schools have a number of options. Working counselors can avail themselves of workshops, conventions, skill building training and similar avenues to update and strengthen their competencies. It is important, however, that counselors recognize the need for both skill building and knowledge accumulation. Skill building would enhance counselors in such areas as individual counseling, group work, consulting, and the use of computers. It is equally important that counselors acquire knowledge in such areas as employment trends, population shifts, long and short range career information, our present youth culture, changes in family structure, high technology, culture of the students they serve, and so on.

The acquisition of new or improved skills and knowledge by working counselors is a necessary, but not sufficient step in eventually helping students. These skills and knowledge must then result in the delivery to students of identifiable skills and knowledge. For this to occur, counselors must engage in strategic planning in order to harness the necessary resources, to plan specific programs and

interventions, to overcome foreseen obstacles, to secure funding and to find time for what must be done.

In moving from the micro level toward the macro level, a step above individual counselors seeking self-improvement as a means of countering social forces is that of individual schools or school systems doing the same. This, in fact, is a central theme in Goodlad's (1983) study, A Place Called School. His research shows that true improvement in schools occurs only on a school-by-school basis. Individual schools that constantly rely on the central office for direction simply do not come close to achieving excellence. Instead, it is only in schools that operate cooperatively and share responsibility where valid responses to social forces come about.

The micro level response to social forces impacting on students includes counselors and their schools. At this level, counselors need updated skill and knowledge building, as do their colleagues. In some instances, hopefully, the local school or district can assist in providing settings, funding and expert help to bring this about. Nonetheless, it may take assistance at the macro level to fully do the task. At this level we find professional organizations and universities.

Macro Level Change

Professional organizations are critical support systems for working counselors. In many states, local and state counselor organizations have worked together and brought about such desired ends as licensure and certification laws, mandatory counselor-student ratios, elementary counselor legislation, a specific day or week for counselor recognition, workshops and skill building training, support for counselors whose jobs are threatened by inadequate funding, and so on.

Professional counselor organizations have not responded well to social forces influencing young people. In all fairness, part of the reason they have not is that they have not been asked to address these issues. Instead, these organizations have dealt with matters at hand and usually quite well. As a consequence, until individual counselors speak out and ask for assistance in meeting new challenges, it is only logical to expect professional organizations to continue as in the past. Their help, nonetheless, is vital. Working counselors need strong local, state, regional and national associations to recognize and meet their professional needs.

A final macro level is that of the university. This is where both the working professional and the neophyte counselor should be able to turn for improved skills

and knowledge. It is here where recognition of social forces and developments affecting young people should be paramount. Unfortunately, this is not always the case.

Working counselors and those entering the counseling profession need to be highly selective in choosing a counselor education program. There are over 500 such programs in the United States today. Many offer a fine education and keep up-to-date. Many do not. As a consequence, individuals seeking an initial degree, or skill and knowledge updating, need to carefully review the curriculum and separate courses in a given program. They need to interview students and faculty in a given program most carefully before investing their time and money.

At the university level, recognition and help in dealing with social forces impacting on young people does not need to stem solely from programs of counselor education. Working counselors and those in preparation need to avail themselves of other resources, such as those found in sociology, anthropology, political science, economics and education. While competency building may be a strength of counselor education programs, other areas in the social and behavioral sciences are necessary to understand social forces affecting the young, both now and in the future.

Quo Vadis School Counselors?

If one looks at the current work load of working school counselors, the prospect of these individuals ever getting on top of the social forces influencing their students is indeed depressing. Buried in paper work, scheduling, testing, record keeping, and administrative trivia are many dedicated and conscientious counselors. A first step, therefore, is one of freeing up these counselors and this will not occur overnight. It will more likely occur on an incremental basis as counselors find others to take on some of their tasks or discover better means (e.g., computers) for accomplishing these ends.

We have noted that getting on top of social forces and aiding students requires enhanced skills and knowledge. Counselors in general have usually responded very positively to workshops and other avenues for improving or adding new skills. This positive aspect will no doubt continue whenever opportunities are afforded to counselors. On the other hand, counselors are process people--educated in process skills and often oriented to the social/emotional development of others. Counselors are usually less interested in the cognitive/knowledge state of the individual. This is evident in the training programs of counselors, which are often devoid of any strong knowledge base. As a consequence, one wonders if counselors can see that their acquisition of knowledge serves a double purpose. One is that of adding to their own knowledge base; the other, that of imparting to colleagues and students the knowledge which will serve their development. It is here that the counselor seems to have a conflict between the traditional role of the counselor as a quasi-therapist and the role of the counselor as educator.

Programs of counselor education are another question mark. With reduced enrollments in school counseling, the vast majority of counselor education programs are emphasizing agency and community counseling, marriage and family, and private practice. In many programs, school counseling majors are constantly thrown into generic courses with a focus on adults, families, pathology, therapy and non-school settings. The focus is generally not toward children and adolescents or the social forces affecting them.

Some counselor education programs do not fit the previous description and show promise. These programs are often the ones accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an agency of the American Association for Counseling and Development (AACD).

Currently, some 31 programs are accredited by CACREP and all these must have separate curricula and tracks for counseling majors. These strong programs may over time influence non-accredited programs and raise standards for the entire profession. It is doubtful, however, that this factor alone will change the education of most eventual school counselors.

Social forces and trends touch upon everyone at some level. We can speculate that down the road it is probable that many counselors will react to these forces and trends only when absolutely necessary. Others will try their best to be on top of these influences long before they adversely affect the young. It is this group that will provide the spirit and leadership sorely needed in the counseling profession. It is this group that will most help our young people.

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